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ABSTRACT

The essential elements of personnel management are outlined. Personnel management may be called by various names and may be practiced by various levels of management, but in any case it is one of the most important elements of a management position. While sample forms generally relate to Texas community colleges and libraries, the guide is written in general terms, and the scope is personnel management in general, rather than the management of library personnel in particular. Chapters address the following topics: (1) personnel today; (2) selecting personnel; (3) personnel performance expectations; (4) communication and personnel; (5) productivity and personnel; (6) evaluating personnel; (7) managing diverse personnel; (8) management styles and personnel; and (9) future directions. Fifteen sample forms are included, and additional forms are interspersed throughout the text to assist the reader/manager to apply personnel guidelines to his or her own situation. (SLD)

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I. Personnel Today

People are the most important part of any organization. The management of people is, therefore, one of the most important elements of a management position.... and is certainly one of the most time-consuming of management's responsibilities. The more prepared and organized an organization is, however, the better the manager and the happier the employee.

What's it called?

Different organizations call personnel management functions different things. These labels have historical roots and usually reflect trends or movements in management as well as different types and sizes of businesses. The current, more popular label for what was traditionally known as the "personnel office" is the "office of human resources." "Officers" of personnel or human resources are now more commonly referred to as "managers." Other labels in the professional literature include "employee centers," "employee management," and "staff" or "employee services." Obviously, organizations should choose the labels that are used in their umbrella organization, such as the company, the county, city or educational institution.

Just as these labels vary, so do all configurations of the "personnel department" or "personnel services." Depending on the size of the institution, the responsibilities may fall to a division or department of staff specializing in this area to the single officer or manager whose job it is to be the interpreter or liaison for the umbrella organization's policies and procedures. Given the number of small, medium and large libraries, resource and information centers, statistically the bulk of personnel responsibilities fall to the small to medium-sized institutions' middle or front-line manager. It becomes their job to interpret (and often write) policy, write procedures, as well as to communicate and manage or enforce them.

Who does it?

First-line managers: interpret policy; provide input to the development of and "manage" procedures; directly supervise employee performance; schedule staff time and are responsible for quality and area productivity.

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Middle-level managers: provide input to the development of and "manage" policy; provide input to the development of and "manage" procedures; supervise supervisors and are responsible for quality and area productivity.

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Top-level managers: develop policies and procedures, "manage" policies and procedures, supervise all employees and are responsible for organization-wide quality and productivity.

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Personnel Areas

Virtually all personnel responsibilities fall into one or more of the following areas:

- selecting and training staff
- performance expectations
- communication
- productivity
- evaluation
- diverse staff

- management styles

While basic personnel issues in these areas never change, some elements of issues become intensified as "human" issues become intensified in society.

Personnel issue areas that are intensified currently include:

- *performance expectation* - job skills, retraining, technology, the changing workforce, the changing work environment, the right education, educational requirements vs. jobs, lack of career opportunities, a changing profession
- *productivity* - health care and wellness, benefits programs, on the job, the employee's environment, management responsibility for employee's environments
- *diverse staff* - the aging workforce, ADA and employee needs, expectations of the baby busters, baby boomers, etc., work and/vs. family, problem employees

Organization "A" list	**Who will do**	**When**
•	•	____
•	•	____
•	•	____
•	•	____
•	•	____
•	•	____

Organization "B" list	**Who will do**	**When**
•	•	____
•	•	____
•	•	____
•	•	____

II. Selecting Personnel

Many management specialists state that the two most important aspects of personnel management or human resource development are the selection and initial introduction of personnel. While others may not agree, it is important to remember that employees spend the same time or actually more time at work than they do at home with their families or with others, therefore appropriate selection and education of this new "work-family member" is crucial. This realization on a manager's part provides support for development of a comprehensive selection process and a comprehensive introduction process.

Needs Assessment

Prior to any addition of new positions, a needs assessment should be done to determine whether or not the position is needed and if so where it is needed and what the employee should be doing. The same should hold true when a position is vacated, that is, the position and its responsibilities should be reviewed for need, use and appropriateness.

Steps in needs assessment generally include:

- a review of the department or area as a whole;
- a review of the position responsibilities for the specific position as well as others in similar positions and others who work in the department or area;
- a brief review of the performance of the last employee in the position;
- a review of exit interview information from the last employee;
- an interview or written analysis of need from the immediate supervisor (a justification for filling).

Additional information could include productivity level of the position, competencies needed for the position, a review of the goals and objectives for the department or area and how this position fits into the schema of the entire area or organization.

Advertising - the process and documents

the process

The advertising process' overriding guidelines are those that govern the institution and should be in compliance with any federal, state or local or institutional regulations. These areas of compliance generally include timelines, ad placement, content wording, staff involved, correspondence and documentation.

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the documents

Advertising "documents" include a brief job ad, the extended or one-page job ad, a brochure on the position in general (larger institutions provide these as marketing tools), the organization's job description and any other materials (packets) that supplement the position description and note elements of the job such as benefits or salary information.

The common elements that are necessary to these documents are adherence to any regulations or guidelines, use of consistent terminology such as job titles and areas of responsibility, and consistency with other organization documents. Recommended areas for inclusion are descriptive phrases which "market" the position or organization, information about organizational management, climate or culture, concern for potential, and information about the community.

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Interviewing and Selecting - process/documents

the process

The interviewing and selecting process' overriding guidelines are those that govern the institution and should be in compliance with any federal, state or local or institutional regulations. These areas of compliance generally include consistency of advertising, review of the applicant pool and inclusion and exclusion of candidates, the interview schedule, consistency of interviewing, timelines, staff involved, recordkeeping, correspondence, documentation and decision-making for narrowing down and final selection.

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the documents

The documents of interviewing and selecting include the job descriptions and job ads, the tool used to narrow down/record qualifications/acceptability of the applicant pool, the interview questions, any institutional scoring/rating sheets, any institutional information sheets that indicate special considerations, pre-interview "test" scores or completed assessment forms, post-interview evaluation sheets, any other institutional required paperwork such as application forms, completed forms from reference checks, required portfolio information, and any additional portfolio information submitted.

Other documents or information used to select could include interviews with others who interviewed applicants, and results from required assessment centers.

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Educating existing staff about new staff

One important step in the selection process that many organizations overlook is the introduction of the new employee to the existing employees. This process is especially important as the workforce changes gender and color, starts younger, stays longer and is hiring special needs employees. In addition, the typical educational requirement is often being questioned, substituted or switched or experience or other educational programs. The "average" employee is no longer evident, therefore existing staff often need information about their new workfamily member in order to understand management decisions. This "introduction" becomes a crucial part of the new employee's successful beginning.

Steps in this education process include:

_____ 1. Managers inform staff of the opening and of any decisions relating to position changes.

_____ 2. Managers circulate relevant and appropriate position documentation, such as job ads and job descriptions.

_____ 3. Employees (if possible) are involved in the interview process either through membership on the interview committee or through solicitation of interview questions or invitations to social events.

_____ 4. Following employee selection, managers introduce new employee through a brief memo with accompanying relevant biographical information.

_____ 5. Employees involved in the training of the new staff member are informed of their role and responsibility in the process with special instructions as to goals that should be met, timelines for training and method of reportage upon completion.

_____ 6. First day or first week activities might include an informal gathering for all staff to meet new employee.

Educating new staff about their fellow employees

Also necessary to the success of new staff is their introduction to their fellow workers. Almost as important (some say more important) as introduction to performance expectations, it is crucial that new staff are educated to the "corporate culture" of the organization through:

_____1. the organization chart as well as the "true" communication system;

_____2. review and discussion of copies of job descriptions of higher level, peer and subordinate staff positions;

_____3. introductions to the day-to-day job responsibilities of other staff members; and,

_____4. opportunities for new staff to visit in other areas or locations.

Especially important introductions should be those:

to staff who will be assisting in the training of the new staff members, as well as introductions to those people that the staff member will be interacting with or responsible to during the first week or month of their employment.

Interviewing Candidates

The types of questions that applicants are asked include:

lead questions: they structure the interview and provide easy transitions from one topic to another

"Tell us about..." "Your resume says..."

open questions: they encourage the applicant to express ideas and start with the words "what", "why", and "how"

"What are the things that you like the most about working with people?"

closed questions: "yes" and "no" answers..these questions don't elicit responses or generate information

probing questions: used to seek further information..first step is the "what", "where" and "who" questions...the second step probe asks "how" and "why"

mirror questions: questions that attempt to summarize or clarify previous answers

"You mentioned....." "What does that mean?"

Standardized categories of interview questions:

- work history
- self-assessment
- goals and ambitions
- academic history..education..training
- the job in question
- personal traits

The questions that you can't ask outnumber the questions that you can ask...these general categories to avoid are concerning race/color, sex, religion, national origin or birthplace, citizenship, age or birthdate, marital status or dependents, financial status, dates of education, height and weight, hair or eye color, medical information/physical problems, handicaps, pregnancy, military discharge, membership in organizations, union membership or attitude, criminal arrest or conviction, substance abuse, addictive behavior, communicable diseases, requesting photograph pre-interviewing and available for hours not listed on the job description

Job Ad Components

* * *

Official information:	job title; job number; position title (if different from job title); job location; hours of position; starting date; date posted; closing date; application information - address, list of forms to complete, any testing needed, phone and fax numbers, and contact people; required statements due to federal, state, local or institutional need
Job Description:	summary of primary responsibilities and any necessary secondary responsibilities with action words...supervise, coordinate, responsible for, will act as.....
Qualifications:	
Requirements:	education; experience; skills....including details of amounts and numbers of years..types of education and substitutions; competencies
Preferred:	education; experience; competencies...indicate degree of commitment to preferred areas listed
Remunerations:	range, $ amounts, benefits packages

* * *

Current terminology used: experience may substitute for education; any combination of experience and education may equal....; self directed; background with multi-cultural communities; this institution is committed to multi-cultural hiring practices; must submit....and writing samples; must have direct knowledge of; must be able to demonstrate knowledge of and an ongoing commitment to; must possess this states current driver's license; an equal opportunity/affirmative action employer; minorities are encouraged to apply; must be computer literate; must be fluent in... must be able to read, speak and write.....

Any restrictions or requirements for the applications process must be spelled out such as: whether or not separate application forms must be completed; whether or not applications can be faxed in; information on test completion prior to closing dates

III. Personnel Performance Expectations

The most time consuming of all management personnel responsibilities is the initial and ongoing training and education of staff. This training and education includes the first day, first week, and first month training as well as overall job training for general institutional responsibilities as well as the specific job-related responsibilities. Additional training and education also include internal, necessary or basic staff development as well as staff development for major position or organizational changes. External development, or continuing education, is often aimed at both professional and personal development and can include workshops, classes, degree programs, and/or association work.

Training and education responsibilities can be divided into both general and specific performance expectations. These responsibilities can be achieved through maximizing and interpreting documents available and creating new documents for an efficient process.

Relating general performance expectations involves:

- communicating the organization's mission to its employees and clearly establishing their role in the carrying out of that mission;
- providing copies of organizational policies;
- providing copies of organizational procedures;
- providing to and discussing with the employee relevant documents such as plans, and/or goals and objectives;
- providing to and discussing with the employee copies of area reportage such as monthly or annual reports, model reportage documents such as employee monthly reports, statistical reports, and/or recordkeeping devices...especially those documents that they will be either partially contributing to or producing;
- providing sets of organizational information or public relations documents;
- making samples available of acceptable or model communication devices such as memos; and,
- providing an organizational timeline.
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Relating specific job-related expectations includes:

- providing a copy of the employee's job description;
- providing a copy of the employee's evaluation tool;
- providing any goals and objectives that specifically relate to this employee's position;
- providing specific timelines for responsibilities listed on job descriptions and/or in goals and objectives;
- making all job-specific and necessary policies and procedures available;
- planning and providing for day-one, week-one and month-one checklists;
- distribution of model documents that the employee will be responsible for such as order slips; and,
- establishing a plan for a "preliminary" or probationary period for discussion of management responsibilities and employee initial performance.

General Employee Expectations	Relevant document
•	•
•	•
•	•
•	•
•	•
•	•

Specific Job-related Expectations	Relevant Document
•	•
•	•
•	•

SAMPLE

6.4 HIRING/ORIENTATION CHECKLIST FOR CLASSIFIED, PROFESSIONAL-TECHNICAL, ADMINISTRATIVE EMPLOYEES ACC - Rio Grande/Eastridge Campuses

Employee _____ Department/Division/Office _____

Supervisor _____ Date _____

FORMS

____ ACC Application
____ I-9
____ W-4
____ Personnel Authorization
____ Other:_____
____ Other:_____

JOB RESPONSIBILITIES

____ Job description/expectations discussed
____ Salary/timesheets (if applicable)/pay schedule
____ Work schedule/office location
____ Expectations regarding performance of duties
____ Procedures regarding illness/sick leave
____ Office decorum (dress, responding to visitors, etc.)
____ Keys/security of office, files, equipment, etc.
____ Variation to work schedule during holidays, etc.
____ Clarification of benefits, if applicable
Note: If not a staffing table position, does not get paid during times campus is closed or on reduced schedule.
____ Evaluation
____ Sexual Harassment policy
____ Drug Free Workplace policy
____ Other:_____

CAMPUS STRUCTURE/INFORMATION ITEMS

____ Campus organizational structure
____ Department/division office hours/phone
____ Dean's Office hours/services
____ Saturday Supervisor hours/services
____ Sunday hours/limited services
____ Parking/parking alternatives
____ Other:_____
____ Other:_____

COMMUNITY COLLEGE

____ ACC organizational structure
____ Community college philosophy/mission
____ Student demographics
____ Assessment (TASP)/advising/course placement
____ Instructional services
____ Learning Resource Services
____ Student Services
____ Other:_____

After discussing the items above, sign and submit this, with applicable forms, to the Dean's Office.

New Employee _____ Date _____ Supervisor (or designee) _____ Date _____

White: Dean's Office Yellow: Supervisor Pink: Employee

SAMPLE

6.5

HIRING/ORIENTATION CHECKLIST FOR FULL- AND PART-TIME FACULTY ACC - Rio Grande/Eastridge Campuses

Employee _____ Department/Division/Office _____

Supervisor _____ Date _____

FORMS

____ ACC Application
____ W-4
____ HB 638 Primary Language
____ I-9
____ SOQ (Voc-Tech programs only)
____ Affirmation Statement
____ Transcripts (If informed to order, check:____)
____ Part-Time Faculty Agreement or Recommendation to Hire Full-Time Faculty form (Dean's confirmation required first)
____ Course Inventory Summary (SACS documentation)
____ Mentor Program form

INSTRUCTION/CLASSROOM MANAGEMENT

____ Community college philosophy/mission/academic standards
____ Student demographics
____ Assessment (TASP)/advising/course placement
____ Course syllabus
____ Course prerequisite(s) (if applicable)
____ Course transferability (if applicable)
____ Textbook(s)
____ Supplemental materials, (if any)
____ Class handout
____ Attendance policy
____ Withdrawal/reinstatement policy
____ Course requirements
____ Grading policy
____ Other:_____
____ Other:_____

INSTRUCTIONAL/STUDENT SUPPORT SERVICES

____ Mentor Program
____ Testing Center guidelines
____ Parallel Studies Learning Labs
____ Student Services
____ Counseling
____ Disciplinary/scholastic dishonesty policy/procedures
____ Learning Resources Center
____ Media
____ Computer Based Instruction Center
____ Curriculum initiation/modification process
____ Evaluation
____ Other:_____
____ Other:_____

CAMPUS STRUCTURE/INFORMATION ITEMS

____ ACC organizational structure
____ Campus organizational structure
____ Sexual Harassment policy
____ Drug Free Workplace policy
____ Department Head hours/phone
____ Division office hours/phone/support services
____ Saturday Supervisor support/hours
____ Sunday hours/limited services
____ Typing, duplication support/guidelines
____ Dean's Office/Campus Manager's Office
____ Mail
____ Administrative memos/deadlines
____ Office hours/copy of syllabus
____ Custodial/maintenance requests
____ Faculty Handbook
____ Parking/parking alternatives
____ Other:_____
____ Other:_____

After discussing the items above, sign and submit this, with applicable forms, to the Dean's Office.

New Instructor _____ Date _____ Department Head/Division Chair _____ Date _____

White: Dean's Office Yellow: Supervisor Pink: Employee

(cklist) Rev. 4/91

Recommendations

After surveying areas and documents needed for communication of management's expectations for employee performance, a variety of methods of organization of this information emerge. The following methods include the minimum to maximum approach, but even the simplest approach creates a more organized approach to training and educating staff.

1. *Consolidation*

   Although consolidation of all training and education materials may be the obvious solution for a process, it may not be practical on a permanent basis. It is realistic, however, that the relevant documents be gathered together, labeled as needed for a short period of time, specifically the initial training period.

2. *Bibliography*

   An excellent approach to relating available documents to employee responsibilities is to use the major areas or categories in a job description and/or job evaluation as headings for the titles of relevant documents for training and education. This subject-oriented bibliography gives employees direction that can be attributed specifically to their job performance and evaluation.

   An additional benefit to this process becomes the analysis of the job description and evaluation form in light of employee performance and available documents for employee training and education. Gaps are easily identified.

3. *Pathfinder*

   The pathfinder approach has the manager not only listing those areas and their related documents, but also inserting the order in which things are to be learned and any relevant timelines. An expanded bibliographical approach, the pathfinder lays out the steps in training and education along with the content location, timing and relevant staff interactions.

   This method assists the manager in prioritizing areas to be learned for the employee and includes the concept of need-to-know for day-one, week-one and one-month.

4. Employee Packets

Employee packets replicate the approach that many use in recruitment and interviewing where the employee is given his or her own packet of information that has been duplicated to reflect general and specific areas of knowledge and responsibilities. While the interview packet has the preliminary and personal information in it, the packet in this sense may have copies of relevant policies, model or completed documents, suggestions for organizing files, relevant procedures, and sets of recent communication.

The packet serves as the employee's first set of files in the organization and is easily replicated for other new staff as necessary.

5. Employee Handbooks

The concept of the employee handbook combines all of the elements of the necessary general employee performance expectations. Containing the mission, organization charts, information and public relations documents and policies and procedures, the handbook serves not only to provide, but interpret, organizational information for the employee. Designed as "one-stop shopping" for information, the handbook should be a loose-leaf notebook for easy updating with pockets in the front for easy accessibility to emergency, current or seasonal information. Policies and procedures should be rewritten as necessary with references to complete documents and their locations.

SAMPLE

4.7 **ILLNESS/LEAVE**

Guidelines for instructors concerning illness or leave are included in the *Full- and Part-Time Faculty Handbooks*. For all other employees, the following is applicable.

The Rio Grande and Eastridge Campuses are heavily used and under-staffed in most areas; therefore, it is imperative that reporting illness and other inability to work, be done with as much advance notice as possible by office staff.

Clarify with your supervisor how to report absences; however, general guidelines include:

-- call as early as possible to report that you are not coming in to allow your supervisor maximum planning time;

-- maintain personal flexibility to cover for other employee illness;

-- attempt to avoid scheduling appointments during work hours; and,

-- keep an accurate record of any work absences for reporting on timesheet transmittals.

SAMPLE

3.7 SEXUAL HARASSMENT

Sexual harassment of employees or students in the Austin Community College District is strictly forbidden. Any employee who is found to have engaged in such conduct shall be subject to appropriate disciplinary action, including dismissal, in accordance with procedural and due process requirements. This policy will be applied without regard to the sex of the employee involved.

Sexual harassment is clearly defined as any "unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature." Such conduct becomes illegal when:

1. The employee's submission is an explicit condition of employment;

2. The employee's response becomes a basis for employment decision; or

3. The behavior interferes with the employee's performance in such a way that an intimidating, hostile, or offensive work environment is created.

For further information discuss this with your supervisor and refer to Austin Community College Policy VIII-7.

SAMPLE

Applicable to:
Classified ✓
Faculty, FT ✓
PT
Prof/Tech ✓
Admin. ✓
Date 1/91

6.6.7.2 **BEREAVEMENT LEAVE**

Staffing table mployees are allowed up to a total of three (3) working days of bereavement leave each fiscal year. This leave shall apply to all family members of the employee within the first degree of **consanguinity** and affinity***.**

This type of leave does not accumulate. If an employee is absent more than three (3) working days in the fiscal year, the absence may be charged to personal or accrued annual leave, with the approval of the employee's supervisor, and campus dean/vice president.

** Descendent from the same ancestor, blood related (brother, sister, mother, father, son, or daughter).

*** Relationship by marriage (husband, wife, mother-in-law, father-in-law, sister-in-law or brother-in-law).

For more information see Austin Community College Policy VIII-36.

SAMPLE

8.8 Illness/Leave

LRC employees should read section 4.7 as well as relevant "leave" information in section 6.6.7.

Additional relevant information includes:

- When calling illness in, staff should speak with the person to whom he or she reports or, if the supervisor is not available, with the person in charge of the LRC.

- If time taken due to illness involves hours to be made up or project or job responsibilities to be altered, it is the responsibility of the employee to inform his/her supervisor of any/all arrangements.

- Suggested reporting of illness or personal leave also includes calling in "I need to take (sick leave or personal leave) this morning...or today...", NOT "my child is sick...or I need to go to...".

- LRC staff should keep a list of staff home phone numbers at their residence in case they need to contact employees/management for leave request/information.

- LRC staff scheduled to work by themselves in a given area (i.e. a Saturday staffing staff) should attempt to find a substitute worker prior to calling management, if at all possible.

For more information on Illness/Leave policies, see Sections 4 and 6 of the ACC *Employee Handbook.*

6. *Workplace Calendars*

Workplace Calendars are the answer to the specific job-related performance expectations as they include the job responsibilities and expectations, but not in the static job description format, but in the performance format...or week by week and month by month.

This "calendar" of events outlines not only the one-time and repetitive event dates, but those steps that go into the production or the completion of the event..therefore the calendar includes deadlines for submitting duplication of p.r. materials as well as the date of the program itself.

Also designed as a loose-leaf notebook, it should free the manager, for example, from weekly and monthly reminders for holiday or vacation requests by establishing timelines for completion and submission for the entire calendar year. Employees are encouraged to use this as their scheduling calendar or at least adapt or include their workcalendar to the notebook itself.

SAMPLE

General Information
September

. Fill in Friday/Saturday schedule for fall.

. Mark your personal calendar with any college deadlines necessary (see that reference calendar is also marked).

. First staff meetings (reference and circulation)will be held.....agenda items?...put them on Email.

. Review/deliver work projects for support persons(hourly and workstudy).

. Read the beginning of the term memo/keep it handy.

. Work-study projects begin (applications in Financial Aid office, not JBT's)

. Note: temporary ID deadline will be in September.

. Clean out your Email.

. Turn in any time-off requests for dates prior to Winter Break by October 1.

. Review Fall information such as new ITV listing, college calendar, bug spraying timelines, etc.

. Are you missing any dates you need? Ask.

. Be sure stats are being recorded.

SAMPLE

Reference Desk Staff Information
September

. Continue to analyze last year's collection areas for strength assessment.

. Note Faculty Association meetings, collection development dates, etc.

. Visit other campuses as necessary to review collection areas.

. Analyze your own schedule/ note committee assignments.

. Schedule Fall committee meetings.

. Schedule Fall librarians meeting.

. Did you renew your professional association dues?

. List activities/needs for librarian's meeting agendas for the Fall.

. Complete Fall LUI scheduling.

. Clean out your mailbox.

. Note any supplies neededfor your personal needs or LUI.

. Remember to complete and turn in your monthly report.

. Any bibliographies needed/arriving from Dynix at DAO for Collection Development needs?

. Collection development letters are to be distributed. Be prepared to work with faculty.

. Liaison with instructors concerning research topics for their classroom assignments.

. Review approved professional meetings and arrange to preregister for meetings and travel arrangements.

. Review your assigned Collection Development areas. any new ones? Arrange to meet with previous bibliographer.

. Use info passes!

. Chem I LUI coming in last two weeks.

SAMPLE

Linda : * Chem LUI (Week 2&3).
* Periodical weeding.
*
*
*

Red : * Distribute Comp I forms to instructors.
* Class visits (U.S. Govt/Psych LUI)
*
*
*

Cherry : * Chem LUI.
* Kurzweil annual report.
* Reference Committee Meetings.
*
*
*

Toma : * Check suggestion boxes weekly.
* Review catalog and course schedule and obtain faculty lists.
* Govt LUI.
* Set up recall run for new books lists and books selection.
*
*
*

SAMPLE

Circulation Staff Information
September

. Remember that evaluations for circulatcn staff are due by the end of the fall term.

. So who got the muffin?

. Count periodicals daily.

. Any staff development needs? Turn requests in to your Head Librarian.

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Mike : * Daily : Pick up daily newspapers.Open library. Count out change fund and account for previous days fines.Release any holds that were cleared on previous days.Deal with outgoing/incoming mail.Release holds for payments received by mail.

* Monday : receive lists of overdues from DAO and place people on hold.
* Thursdays: weeks fines totalled and turned in.
* Total nuber of holds and send postcards.
* Total fines received.
* Check hold releases against printouts of people still on hold to be sure of accuracy of hold files.
* Check Dynix generated list against SIRS generated list to insure accuracy of hold files.
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SAMPLE

Jon : * Reports as usual.
* First week gathering stats info.
* Last week entering and printing stats info.
*
*
*

Sallie : * Daily : Put items on reserve.
* Reserves update set up.
* Request supplies. Email to librarians to order .
* Faculty overdues.
* Remove and deprocess items from reserve and send back to instructors.
* Reserve cleanup.
* Coordinate media repairs.
* Handle incoming supplies, check in and distribute.
* Faculty overdue list each Wednesday.
* Attach messages to each record.
* Turn in vacation request and special needs.
*
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IV. Communication and Personnel

The professional literature of both management and psychology (as well as many other areas) has an enormous amount of information on stress in society. This pervasive element of stress in the workplace, which leads anywhere from low employee productivity and constant turnover to sabotage and work-related murder, is attributed to a variety of types and levels of dissatisfaction in employee personal and professional life. These areas of dissatisfaction are attributed to chemical dependency, nutritional deficiencies, negative environmental factors - both at home and at work, the poor economy, other employee's problems, rapidly changing work environments, and overwhelming technology to name but a few things. Much of the literature cites people in society and the worker in the workplace as saying that "they feel overwhelmed by their lives" and "out of control."

The uncommunicative or "poorly organized for communication" workplace is ripe for great levels of dissatisfaction. No or poor communication contributes greatly to employees feeling overwhelmed and out of control as their organization moves too quickly and doesn't let them know - or know why.....or automates inappropriately or without proper training communicated to workers. Decisions are not made or are made and are not communicated clearly or at all. Staff problems are not handled (it seems). Management is inaccessible to staff for the simplest to the most difficult of discussions....and on and on. While good communication processes are no panacea for all problems, organizations will greatly profit from good communication.

Value/Commitment/Process

First, for an organization to communicate effectively it needs first to value the sharing of information for all levels of staff as well as the organization's public or patron or client-base.

Second, for an organization to communicate effectively it needs to commit to communication in writing, through its mission statement and goals and objectives, as well as with the recognition that essentially all organizational documents should be written as tools for effective communication.

Third, for an organization to communicate effectively it needs to develop a communication process that includes: the responsibility for and element of communication in every job description for every employee; a pattern of consistent organizational terminology; consistent timelines for communicating information; delineation of those responsible for management of communication; and training and education for staff in how, when and why to communicate.

V. Productivity and Personnel

Productivity, a major "buzzword" and thus, issue, in personnel management today is a fuzzy area. Although a necessary part of personnel evaluation, it is avoided in many organizations where a profit factor is not in evidence. This avoidance is easily understood as productivity is ill-defined in service industries and organizations. For example.....is a productive person measured by quantity or quality?.....if by quality, what is quality? Can two people in relatively same positions have radically different workstyles and productivity levels, yet both be successful?...How do you compare them? Or do you compare them? How is a service-based non-profit center measure its productivity? How does it define its productivity...How are "service" managers held accountable for the productivity of their individuals or their organization at large...and finally, how does management motivate staff to be productive?

As a major area of personnel, many health-related issues, currently major societal issues are directly related back to the need for policies and procedures to insure successful, i.e., productive staff. In fact, these issues such as smoking policies or compliance with ADA, are not issues that are "demanding to be taken care of" because they make employees "happy," rather they are a major area of responsibility for managers - to insure a work environment that motivates employees and provides every opportunity for and a commitment to, employee success, thus, employee productivity.

Why are staff productive?

Why are staff <u>not</u> productive?

How do you measure productivity?

While the most common measure of productivity, profit, is absent from the non-profit environment, there are a variety of ways to measure productivity.

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Example:

	AREA		
STAFF	PUBLIC SERVICE FEEDBACK	TRANSACTIONS DURING SHIFT	CLASSIFICATION AREA
CIRCULATION STAFF			
REFERENCE			
MANAGER			

How do you motivate staff?

Another fuzzy element of productivity is motivation. What drives people to be productive? What drives employees to be productive? This issue is especially problematic in service or non-profit institutions where money is not readily available for incentives. In addition, many non-profits, namely libraries, are often governed by the strict rules and regulations of umbrella institutions as to how they may motivate or reward. An additional factor that adds to difficulty is that many library staffs are so small that motivation and reward for one, may cause a problem for another.

General ways to motivate include:

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What are reasonable/possible ideas for motivation?

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How do you plan for motivation?

Planning for motivation cannot be done without an assessment of both the environment and the staff. The steps in planning for motivation are:

1. List/brainstorm ways to motivate people in general.
2. List/brainstorm ways to motivate your employees in your unique work environment.
3. Taking your lists, determine what, if any, are the restrictions already placed on the institution for motivation and reward.
4. Independent of this process, allow for staff to provide generic input (no promises) on what motivates them.
5. Combine lists, one, two and four, and measure against the third step again.
6. Compare a draft list against what you feel would motivate your employees in general, and what you feel would motivate them individually.
7. Decide if you will create a global or individual program for motivation and reward.
8. Pilot the program for a brief period of time, evaluate, measure levels of satisfaction, personnel problems, turnovers, etc. by direct survey.....revise as necessary and implement.

VI. Evaluating Personnel

Evaluating personnel seems the most feared of all management activities. Even when the best of all possible evaluation processes is in place, managers procrastinate the most when it comes to sitting staff down with both good and bad news.

The evaluation process information

Although the establishment of, and commitment to evaluation as a process is no automatic cure for this area's problems, the presence of a process prepares both the employee and the manager for evaluation as an ongoing activity.

The complete process should include:

- the identification and organization of all documents related to the evaluation process;
- continually updating documents with a master list of documents that employees have, have seen and need to see;
- complete and consistent forms for employees with job descriptions matching evaluation documents;
- an organizational procedure for documentation for both positive and negative feedback on performance;
- timelines not only for annual evaluations, but for updated feedback and documentation
- a commitment to one-minute management;
- peer evaluation and upward evaluation;
- documents that fit all evaluative needs such as, the annual evaluation, the merit increase for exemplary needs, the disciplinary review and firing paperwork;
- job analysis documents for assessment of tasks and positions;
- copies of federal, state, local and institutional policies that relate to personnel as well as interpretive information as necessary; and,
- copies of personnel procedures that relate to policies.
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Personnel documentation

A plan for consistent and fair documentation is essential to the organization's plan for personnel management. Managers and employees have a right to record information to provide written proof of both acceptable and unacceptable performance. All documentation, however, should be consistent in its terminology, clear in its intent, dated and well-labeled. Managers should create records that reflect reality and decide which information should be shared with employees and which should be stored as a working-employee file for later communication.

Documentation should be free of subjective information as much as possible and deal with facts, rather than emotions. Situations dealt with both positively and negatively should be described in the context of the specific work event or situation or the job description, rather than in a vacuum.

Possible documentation approaches:

- "how am I doing" standard checklist that could be completed and distributed monthly or when needed...it could conform to standardized job categories or pre-determined areas decided on by management and staff;
- a pre-determined set of situations described on paper as problems or positive events....when an employee encounters this situation, management annotates the document and sends it to the employee;
- a brief "good news" or "bad news" memo that describes in 25 words or less what is good or bad;
- a meeting with agenda and minutes distributed that reflects a positive or negative event;
- group meeting for an unknown employee situation where, with an agenda, the problem is discussed and "solved".... minutes should be distributed afterwards;
- the establishment of an active employee file that includes all communication to an from the employee;
- the establishment of a work-file for the manager where notes on performance "waiting to be evaluated" may be kept

Managers should encourage and in some cases require employees to respond in writing to both positive and negative feedback. If open-ended writing is difficult for the employee, a question and answer mode should be set up in order to give the employee every opportunity to respond.

Performance levels

Employee performance, in very general terms, can be exemplary, acceptable, inadequate, and unacceptable. Evaluating performance successfully requires well-designed, consistent documents, with opportunities for clear choices, open-ended comments, directions for improvement and employee responses.

In many instances, institutions are required to use documents from umbrella institutions that are generic and non-reflective of performance. Managers must create a suitable document and append it, if only for internal use for themselves and their employees.

Managers must strive to avoid the classic performance evaluation traps such as:

- rating all employees at the same level...good or bad;
- ranking employees based solely on comparison with other employees;
- evaluating employees on their personality traits rather than their performance;
- comparing forms with last year's and creating identical information;
- not giving constructive criticism.
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Evaluation Document Categories

The evaluation document can be arranged in categories to match the employee's job description. Additional categories could include:

- general information
- professionalism
- librarianship
- teaching/education
- managerial abilities such a planning, delegation, development of any personnel supervised, flexibility, resourcefulness, originality and affirmative action

or

- quantity of work
- quality of work
- knowledge of job
- initiative
- cooperative attitude
- adaptability
- motivation and drive
- supervision required
- judgement
- dependability
- attendance and punctuality
- personal appearance and housekeeping
- frugal and protective
- communications

Evaluation Assessment Choices

1. **Standardized choices**
   Likert Scales

   Outstanding; Above Normal; Normal; Below Normal; Low: Not Applicable

   Outstanding; Superior; Satisfactory; Improvement Needed; Unacceptable; Not Applicable

   Excellent.....Unsatisfactory NA
   7 6 5 4 3 2 1

   Excellent; Good; Fair; Poor; Unacceptable; Not Applicable

   Outstanding; Very Commendable; Acceptable; Marginal; Unsatisfactory

   Standardized choices may also be combined with definitions for each category, the same for each question, or different for each question.

2. **Individualized Choices**
   Attendance: (Consider consistency of daily attendance)

   Abusive of sick leave, excessive absence
   Frequently tardy
   Absence within acceptable limits
   Seldom Absent
   Frequently absent, but with good reason

   Courtesy and helpfulness with patrons:

   Enthusiastic and courteous
   Easily approached, responsive
   Does not offer, but is easily approached
   Indifferent

   Alertness:

   Did not understand many concepts
   Missed some concepts
   Average ability to understand ideas
   Very perceptive
   Exceptionally keen and perceptive

SAMPLE

	Excellent	Good	Fair	Poor	Unacceptable	N/A
II. Librarianship						
A. Demonstrates competency in the area of librarianship in such ways as:						
1. Demonstrates familiarity with current research and contemporary developments in the field of library and information science.	☐	☐	☐	☐	☐	☐
2. Effectively trains and orients employees as needed in areas of LRS and general librarianship.	☐	☐	☐	☐	☐	☐
3. Investigates and implements approved methods of service in library and information science.	☐	☐	☐	☐	☐	☐
B. Demonstrates competency in reference or information-gathering for students, faculty and staff:						
1. Is available to user.	☐	☐	☐	☐	☐	☐
2. Provides impartial service to all users.	☐	☐	☐	☐	☐	☐
3. Actively assists users in utilizing LRS services.	☐	☐	☐	☐	☐	☐
4. Accurately connects user to needed resources.	☐	☐	☐	☐	☐	☐
5. Exhibits good judgment in regards to needs of patrons and amount of time for assisting patron.	☐	☐	☐	☐	☐	☐
6. Actively assists users in developing their own library skills and knowledge.	☐	☐	☐	☐	☐	☐
7. Has knowledge of and refers users to other appropriate information sources.	☐	☐	☐	☐	☐	☐
8. Has and exhibits knowledge of LRS collections.	☐	☐	☐	☐	☐	☐
9. Prepares and/or maintains current records and statistics of LRS use.	☐	☐	☐	☐	☐	☐
C. Demonstrates competency in development of the collection:						
1. Analyzes collection and selects the appropriate materials to be acquired by reading reviews and other appropriate sources.	☐	☐	☐	☐	☐	☐
2. Consults users and considers users' recommendations whenever possible.	☐	☐	☐	☐	☐	☐
3. Keeps users informed (when appropriate) of newly published/ acquired materials.	☐	☐	☐	☐	☐	☐
4. Keeps users informed of the status of their request for purchased/borrowed materials.	☐	☐	☐	☐	☐	☐
5. Communicates effectively with professionals from collection development-related areas such as publishers, jobbers, vendors, etc. as needed/appropriate.	☐	☐	☐	☐	☐	☐

SAMPLE

FACTOR	RATING	RATING GUIDE
5. COOPERATIVE ATTITUDE Willingness to work in harmony with others. Readiness to accept and conform to management policy and procedure.	☐ Outstanding ☐ Very Commendable ☐ Acceptable ☐ Marginal ☐ Unsatisfactory	Excellent teamworker – goes out of way to help and cooperate Cooperative most of the time – is quick to offer assistance Usually agreeable and cooperative. No difficulty in working with others Occasionally unwilling to follow reasonable orders without argument Difficult to work with – uncooperative – will not work as a team member
Supplemental Comments: _____		
6. ADAPTABILITY Ability to learn and adapt to new instructions, directions, or changed procedures.	☐ Outstanding ☐ Very Commendable ☐ Acceptable ☐ Marginal ☐ Unsatisfactory	Extraordinary ability to learn and grasp new ideas Learns new tasks easily Learns and adapts as quickly as required Learns new tasks slowly – difficulty in understanding Seems unable to learn new tasks
Supplemental Comments: _____		
7. MOTIVATION AND DRIVE Accepts responsibility, sharing enthusiasm, having ambition, physical energy, and persistence in getting the job done and in continuing self-improvement.	☐ Outstanding ☐ Very Commendable ☐ Acceptable ☐ Marginal ☐ Unsatisfactory	Exerts every possible effort on work assignment Works extra hard on assigned tasks Works steadily and well without prodding Tends to address self to work efforts in a sporadic way Tries to get out of doing assigned tasks
Supplemental Comments: _____		
8. SUPERVISION REQUIRED Degree to which employee needs to be supervised after being given suitable instructions.	☐ Outstanding ☐ Very Commendable ☐ Acceptable ☐ Marginal ☐ Unsatisfactory	Performs tasks on own without constant supervision Requires little direction Acts in independent manner for those tasks that are customary Requires supervisory help more often than normal needs Requires constant supervision/direction
Supplemental Comments: _____		
9. JUDGMENT The extent to which the employee is able to make sound decisions and exercise practical and mature judgment in any decision making.	☐ Outstanding ☐ Very Commendable ☐ Acceptable ☐ Marginal ☐ Unsatisfactory	Able to reach sound conclusions about difficult problems Able to determine details/able to generally reach sound conclusions Tends to be logical in problem solving; generally exercises good judgment Has difficulty sorting out facts to arrive at proper conclusions Very erratic in ability to reach logical conclusions
Supplemental Comments: _____		

10/84

SAMPLE

4. INITIATIVE: (Consider ability to think creatively and effectively)

Rarely makes suggestions	Very good at taking new courses of action	Resourceful to a limited extent	Needs frequent prodding for minimal results	Often seeks new challenging tasks and solutions

5. JUDGEMENT: (Consider ability to arrive at sound conclusions and use analytical ability)

Makes snap decisions without careful analysis	Thinks slowly but makes reasonable decisions	Sound, mature, judgement, makes decisions readily	Indecisive, disregards important facts

6. ATTITUDE TOWARD CRITICISM: (Consider willingness to accept constructive criticism)

Seeks constructive criticism and profits by it	Can always find an alibi	Generally accepts criticism	Resents criticism

7. COOPERATIVENESS: (Consider willingness and ability to do teamwork)

Cannot work with others	Works well with people he/she likes	Prefers to work alone but works well with others when the need arises	Good teamworker, always ready to cooperate

8. DEPENDABILITY: (consider reliability, following through to completion)

Needs more supervision than others on same work, not fully dependable	Exceptionally dependable, carries out assignments promptly and efficiently	Dependable on routine work, needs some supervision	Completely unreliable, has to be closely supervised	Exceeds normal work demands, requires only occasional supervision

9. ATTENDANCE: (Consider consistency of daily attendance)

Abusive of sick leave, excessive absence	Frequently tardy	Absence within acceptable limits	Seldom absent	Frequently absent but with good reason

10. PLANNING AND ORGANIZATION OF WORK: (Consider ability to analyze both method and time schedule for work)

Organizes work satisfactorily	Shows some ability for organization	Analyzes and organizes work readily, clearly and intelligently	Work must be organized for him/her

SAMPLE

NARRATIVES

1.GENERAL COMMENTS: (This section of form must be completed)

2. IDENTIFY AREAS THAT NEED IMPROVEMENT (Be specific, provide an explanation and IDENTIFY SPECIFIC STEPS FOR IMPROVEMENT)

3. OUTSTANDING ABILITIES AND STRONGEST ATTRIBUTES:

EMPLOYEE SIGNATURE / DATE **SUPERVISOR SIGNATURE / DATE**

Employee's signature does not necessarily imply agreement with the above statements, but indicates he/she has read this appraisal. One copy is to be given to the employee, one copy sent to Personnel.

F8-4

Firing employees

Management doesn't fire employees, they fire themselves. Releasing people from employment, however, is clearly the area of personnel management that needs the most documentation and the most care. Setting the stage for releasing employees includes great consistency and detail in the following areas:

Documentation in the problem phase

Documentation for the release

The employee's rights

Management rights

The environment

Management responsibility

Releasing employees

Releasing employees is not just due to unacceptable behavior in organizations. In increasing numbers, employers are being forced to downsize due to cutbacks. Even releasing the best of employees can be made more tolerable by doing the following things:

Determine employee rights and management responsibilities

Communication

Outplacement

VII. Managing Diverse Personnel

No matter how much managers like to think of their employees as a group of employees, in the end managers manage individuals, each with radically different learning styles, styles of communication, and different ways of dealing with crises. This diverse group, today, more than ever is comprised of vastly different types of employees, each bringing baggage to their environment. This baggage is both positive and negative for management, but decidedly different employees bring decidedly different baggage.

Group I

What they bring	How to manage them

Group II

What they bring	How to manage them

Group III

What they bring	How to manage them

Group IV

What they bring	How to manage them

Problem Employees

Problem employees come from all groups or types of employees. In fact, these staff members may be one-time problems, problems only under a certain set of circumstances, problems only with one other staff member, or problems only with management. Unfortunately, they may also be chronic problems. The wide variety of elements that contribute to the problem situation may be personal and/or professional and management must realize there are some problems they can solve and some they can't.

The reality of problem employees is that some managers leave positions to get away from them because the reality is - the problems simply can't be solved.

There are some "givens" to problem employee situations:

1. No two problem situations are alike.
2. When an outside person comes in to advise, odds are all replies to suggestions are "We've tried that and it didn't work."
3. Two major elements in handling problem employees are documentation and persistence.
4. Handling problem employees can be a full-time job.
5. If you leave the problem alone, it will usually not go away.

Categories of problem employees include:

____ •

____ •

____ •

____ •

____ •

____ •

Some typical problem situations and suggested solutions (I know, you've tried these) are:

Situation 1:

Situation 2:

Situation 3:

Situation 4:

VIII. Management Styles and Personnel

Strange words of wisdom:

1. People handle people in different ways.
2. Different situations call for different styles of management.
3. One of the greatest strengths a manager can have is flexibility.

Do different styles really matter?

It is a ridiculous concept that an entire organization should adopt only one management style for all of its managers and employees. This trend necessitates ongoing retraining of managers...i.e., last year we learned this.....this year we'll adopt this and typically, these management styles vary greatly in their emphasis and in their flexibility. In fact, several "management styles" are simply not designed for total or pervasive management of staff, materials and money, rather they focus on one element or only a few elements. This annual leaping and retraining in not without some merit, but may employees treat "the latest trends" with humor more than curiosity.

The reality is flexibility and variety are crucial elements of a management style in order to provide the best possible, realistic environment for the diverse managers and diverse employees.

Although several of these categories overlap, characteristics of the varieties of management styles include:

Quality styles:	
characteristics	will it work for you

Participative styles:	
characteristics	will it work for you
Goals/objectives and financial management styles:	
characteristics	will it work for you

Other management styles/trends:

-
-
-

Recommendations

Specific

Situational Leadership

Situational Leadership is attractive for many reasons. Primarily this style allows for the greatest number of factors to be taken into account. Those factors, almost too numerous to mention, include (in non-prioritized order):

- the timing of the situation,
- whether or not there is a need for secrecy,
- top level management's approach or style,
- employee attitude and morale,
- management morale,
- employee learning styles,
- the level of staff that the decision relates to,
- personal (or preferred) style, personality or competencies of the manager,
- the level of importance,
- inflexibility or restrictions on decision or situation,
- political nature,
- who is telling you to make the decision,
- organizational climate,
- the manager's authority level,
- the manager's experience with this/similar situation,
- the employee group's experience with this/similar situations
- predecessors, and
- any other extenuating circumstances.
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The Tell, Sell, Consult and Join aspects of situational leadership provide the most flexibility for management and employees.

	Tell	Sell	Consult	Join
Situation				

Other recommendations include:

IX. Future Directions

Organizations and employees are changing rapidly. Demands on managers and the workplace are great:

- federal, state, local and institutional guidelines are increasing in number and need for compliance;
- both management and employee workloads are increasing;
- skill areas and levels of all employees are changing drastically;
- poor economic times, reflected in paychecks, create low morale and constant turnovers;
- good employees are hard to find and hard to keep;
- good managers are hard to find and hard to keep.....

And so on and so on....where does it end? It doesn't. Personnel management in the future is going to be even more challenging than management in the present. Managers will have to spend even more time "up front" preparing for staff, to ensure their success and their own "management sanity." Managers will need to be aware of new guidelines that will relate to their environment...they will need to consolidate, regiment and standardize their personnel information while maintaining flexibility in style and enforcement to create the best possible work environment.

Managers will need to train or retrain in "people skills" in order to be able to locate, select and train the most diverse of employee groups. They will also need to define and communicate performance expectations to staff and to commit to staff development and effective communication and evaluation to guarantee success and productivity. In addition, managers will need to define what makes them happy and communicate that to all levels of employees.

And finally, managers will need to practice creativity in order to retain and motivate with no or few standard incentives or rewards.

In ten years the workplace will be:

APPENDICES

Developing a Workplace Calendar

1. Decide on the personnel groups that would benefit from a workplace calendar.

2. Gather calendars (general work and individual work, if possible) from the previous organization year...i.e., January through December or September through August.

3. Identify and list general things found in calendar marked "to be done" that apply to all members of the personnel group.

   - list these by month
   - list by week 1, week 2, week 3 and week 4
   - use most consistently identified phrases

4. Review any institutional or community calendars for general things to-be-done that occur at regular or usual times.

5. Create a master general list (returning any calendars borrowed), duplicate, and give this list to each employee member in the personnel group with the following instructions:

   - review the master calendar noting whether or not items should be there at all and whether or not items are missing
   - circle unclear or inaccurate terminology and insert clearer, accurate terminology
   - review the calendar again, noting whether or not the item is in the proper month and the proper week within the month.

6. Gather revised calendars and create a revised master calendar.

7. With the draft general calendar as a guide, pull job descriptions for the personnel group, checking off all general job responsibilities/events that are listed.

8. Check off all less-general or person-specific responsibilities.

9. Send the "checked" or annotated list to each individual employee in the group with the following instruction:

   - briefly list those job "to do's" for which you are responsible
   - place the listed information into appropriate months and weeks
   - if appropriate, prioritize items within a week, and, if appropriate or crucial, indicate the day of the week by a M, T, W, etc.

10. Gather the more specific or narrower lists and combine the two calendars as such:

Month

Week

General to Do

-
-

Specific to Do

Staff position or staff name

-
-

Staff position or staff name

-
-

11. Duplicate and distribute and advertise the workplace calendar as a draft calendar with spaces left in each section for additions during the first year. (You may have to require that staff use the documents for the best results.)

12. Retrieve the documents midyear and briefly analyze use and success.

13. Collect calendars following a full year's use and analyze, revise and redistribute with a memo describing any changes or use patterns.

Personnel Checklist

Item	Have/ Complete	Date	Need	Date
• Mission Statement				
• Communication Policy				
• Personnel Philosophy such as accessibility statement open door policy				
• Personnel policies such as sexual harassment, communicable diseases				
• Job Analysis plan/forms				
• Job Ads				
• Job Descriptions				
• Interview Packets with interview schedule, reference check forms, scoring guidelines				
• Communication documents				
• Training/performance information consolidated pathfinder bibliography employee packets employee handbook workplace calendar				
• Productivity/motivation plan				
• Evaluation process				
• Evaluation documents acceptable unacceptable firing documentation				
• Feedback process				
• Quality work environment statement				
• Personnel procedures				

Recommended Information

Although legislation and interpretation of legislation on the federal, state and local levels changes continuously, there are a number of different sources that provide up-to-date information.

Facts on File Facts on File, Inc. New York.

Both as a reference book series and a publisher's series of monographs and pamphlets, Facts on File covers a wide variety of personnel areas with specificity. For example the subject index to the 1991 Yearbook contains extensive citations for "sexual harassment" under "SEX Crime & Harassment" including "Harassment/US law chronology listed." In this section, entitled "Sexual Harassment and U.S. Law" there is a legal chronology from July 2, 1964 to Jan. 23, 1991 that includes definitions and summaries of EEOC rulings. Citations to rulings are also included. Other useful areas include "Civil Rights" which has the "congressional legislative roundup."

Personnel Journal ACC Communications, Inc. 245 Fischer Ave. B-2 Costa Mesa, CA 92626 monthly $50.00 annual subscription

An excellent personnel tool, this magazine has the latest feature stories (ADA, Harassment) for general personnel management (not just for-profit information) as well as valuable monthly columns such as "Legalities" and "For Your Information."

Government publications.....The Monthly Catalog lists by agency, office or subject...U.S. Office of Personnel Management, sexual harassment, EEO brochures and pre-employment and employment lists. These information items tend to be less expensive and bibliographies of available items in subject areas are often available.

Other publishers of valuable personnel information are Prentice-Hall, Bureau of National Affairs (BNA's Personnel Policies Forum Series), Commerce Clearing House, personnel and human resources associations. Also Business Legal Reports, and AMACON (a valuable annual bibliography of monographs).